

# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 3

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and a *thorough* understanding of the content at or above third grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level ***consistently***:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of author's purpose.
- Recognizes how story elements (e.g., plot, setting, characterization, problems) impact text.
- Distinguishes stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, onomatopoeia, rhythm).
- Identifies and uses organizational patterns of informational text (e.g., sequence, description, cause/effect, compare/contrast).
- Interprets informational text features (e.g., headings, maps, timelines).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, historical fiction).
- Answers literal and inferential questions with accuracy and provides supporting information.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at third grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***generally***:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of author's purpose.
- Recognizes how story elements (e.g., plot, setting, characterization, problems) impact text.
- Distinguishes stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, onomatopoeia, rhythm).
- Identifies and uses organizational patterns of informational text (e.g., sequence, description, cause/effect, compare/contrast).
- Interprets informational text features (e.g., headings, maps, timelines).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, historical fiction).
- Answers literal and inferential questions with accuracy.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at third grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***inconsistently***:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of author's purpose.
- Recognizes how story elements (e.g., plot, setting, characterization, problems) impact text.
- Distinguishes stated main idea and some details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, onomatopoeia, rhythm).
- Identifies organizational patterns of informational text (e.g., sequence, description, cause/effect, compare/contrast).
- Interprets informational text features (e.g., headings, maps, timelines).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, historical fiction).
- Answers literal questions with accuracy.

# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 4

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and *a thorough* understanding of the content at or above fourth grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level *consistently*:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) influence text.
- Recognizes and analyzes how story elements (e.g., plot, setting, characterization, problem/resolution) impact text.
- Determines stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor).
- Identifies and uses organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, tables).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, folk tales).
- Answers literal, inferential, and critical questions with accuracy and provides supporting information.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at fourth grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level *generally*:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar words.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) influence text.
- Recognizes and analyzes how story elements (e.g., plot, setting, characterization, problem/solution) impact text.
- Determines stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor).
- Identifies and uses organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, tables).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, folk tales).
- Answers literal, inferential, and critical questions with accuracy.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at fourth grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level *inconsistently*:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of how an author's purpose influences text.
- Recognizes how story elements (e.g., plot setting, characterization, problem/solution) impact text.
- Distinguishes stated main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor).
- Identifies and uses organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, tables).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, biographies, folk tales).
- Answers literal and inferential questions with accuracy.

# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 5

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and *a thorough* understanding of the content at or above fifth grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level *consistently*:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) influence text.
- Recognizes and analyzes how story elements (e.g., plot, setting, characterization, theme) impact text.
- Summarizes and analyzes stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, myths, fantasies).
- Answers literal, inferential, critical, and interpretive questions with accuracy and provides supporting information in the text.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at fifth grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level *generally*:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) influence text.
- Recognizes and analyzes how story elements (e.g., plot, setting, characterization, theme) impact text.
- Summarizes and analyzes stated or implied main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, myths, fantasies).
- Answers literal, inferential, critical, and interpretive questions with accuracy in the text.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at fifth grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level *inconsistently*:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates understanding of how an author's purpose and perspective (beliefs, assumptions, biases) influence text.
- Recognizes how story elements (e.g., plot, setting, characterization, theme) impact text.
- Distinguishes stated main idea and relevant details in informational text.
- Identifies and uses literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes).
- Identifies defining characteristics of narrative and informational genres (e.g., poetry, myths, fantasies).
- Answers literal, inferential, and critical questions with accuracy.



# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 6

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and a *thorough* understanding of the content at or above sixth grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level ***consistently***:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning and reliability of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, theme, point of view) impact text.
- Summarizes and analyzes informational text using stated and implied main idea and relevant details.
- Identifies and interprets literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes, charts).
- Distinguishes between defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales).
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at sixth grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level ***generally***:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning and reliability of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, theme, point of view) impact text.
- Summarizes and analyzes informational text using stated and implied main idea and relevant details.
- Identifies and interprets literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes, charts).
- Distinguishes between defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales).
- Answers literal, inferential, critical, and interpretive questions with accuracy and provides supporting information in the text.

### Below the Standard

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at sixth grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***inconsistently***:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning of text.
- Identifies how story elements (e.g., plot, setting, characterization, theme, point of view) impact text.
- Distinguishes stated or implied main idea and relevant details in informational text.
- Identifies and interprets literary devices (e.g., simile, alliteration, metaphor, imagery).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion).
- Interprets informational text features (e.g., headings, maps, indexes, charts).
- Distinguishes between defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales).
- Answers literal, inferential, critical, and interpretive questions with accuracy.

# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 7

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and *a thorough* understanding of the content at or above seventh grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level ***consistently***:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, theme, point of view, conflict) impact text.
- Summarizes, analyzes, and synthesizes informational text using stated and implied main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Interprets informational text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales, textbooks).
- Answers literal, inferential, critical and interpretive questions with accuracy and identifies supporting information in the text.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at seventh grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level ***generally***:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, theme, point of view, conflict) impact text.
- Summarizes, analyzes, and synthesizes informational text using stated and implied main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Interprets informational text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales, textbooks).
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at seventh grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***inconsistently***:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning and reliability of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, theme, point of view, conflict) impact text.
- Summarizes informational text using stated main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Interprets informational text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres (e.g., poetry, myths, folk tales, textbooks).
- Answers literal, inferential, critical, and interpretive questions with accuracy and occasionally identifies supporting information in the text.



# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 8

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and *a thorough* understanding of the content at or above eighth grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level ***consistently***:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict) impact text.
- Summarizes, analyzes, and synthesizes informational text using stated and implied main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony, transitional devices).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Analyzes and evaluates information from text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical and interpretive questions with accuracy and identifies supporting information in the text.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at eighth grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level ***generally***:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict) impact text.
- Summarizes, analyzes, and synthesizes informational text using stated and implied main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony, transitional devices).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Analyzes and evaluates information from text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at eighth grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***inconsistently***:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Identifies and analyzes how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict) impact text.
- Summarizes and analyzes informational text using stated main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, idiom, irony, transitional devices).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support).
- Analyzes informational text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.





# Nebraska State Accountability-Reading (NeSA-R) Performance Level Descriptor

## Grade 11

### Exceeds the Standards

Overall student performance in reading reflects *high academic* performance on the standards and *a thorough* understanding of the content at or above eleventh grade. A student scoring at the Exceeds the Standards level *consistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at or above grade level.

A student at this level ***consistently***:

- Uses an on-grade-level or above-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a thorough understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Analyzes and evaluates how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict, mood) impact text.
- Summarizes, analyzes, synthesizes, and evaluates informational text using stated and implied main idea and relevant details.
- Analyzes author's use of stylistic and literary devices (e.g., foreshadowing, personification, irony, transitional devices, oxymoron, tone).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support, concept definition).
- Analyzes and evaluates information from text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.

### Meets the Standards

Overall student performance in reading reflects *satisfactory* performance on the standards and *sufficient* understanding of the content at eleventh grade. A student scoring at the Meets the Standards level *generally* utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate narrative and informational text.

A student at this level ***generally***:

- Uses an on-grade-level reading vocabulary to construct meaning from text.
- Applies a variety of word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates a sufficient understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Analyzes and evaluates how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict, mood) impact text.
- Summarizes, analyzes, synthesizes, and evaluates informational text using stated and implied main idea and relevant details.
- Analyzes author's use of stylistic and literary devices (e.g., foreshadowing, personification, irony, transitional devices, oxymoron, tone).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support, concept definition).
- Analyzes and evaluates information from text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.

### Below the Standards

Overall student performance in reading reflects *unsatisfactory* performance on the standards and *insufficient* understanding of the content at eleventh grade. A student scoring at the Below the Standards level *inconsistently* utilizes a variety of reading skills and strategies to comprehend and interpret narrative and informational text at grade level.

A student at this level ***inconsistently***:

- Uses a grade-level reading vocabulary to construct meaning from text.
- Applies word-identification strategies (word structure, context, semantic relationships) to understand unfamiliar grade-level vocabulary.
- Demonstrates an understanding of how an author's purpose and perspective (beliefs, assumptions, biases) affect the meaning, reliability, and validity of text.
- Analyzes and evaluates how story elements (e.g., plot, setting, characterization, inferred and recurring theme, point of view, conflict, mood) impact text.
- Summarizes, analyzes, and synthesizes informational text using stated and implied main idea and relevant details.
- Analyzes author's use of literary devices (e.g., foreshadowing, personification, irony, transitional devices, oxymoron, tone).
- Applies knowledge of organizational patterns of informational text (e.g., sequence cause/effect, fact/opinion, proposition/support, concept definition).
- Analyzes and evaluates information from text features (e.g., headings, maps, indexes, charts, annotations).
- Makes inferences based on defining characteristics of narrative and informational genres.
- Answers literal, inferential, critical, and interpretive questions with accuracy and identifies supporting information in the text.